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ABSTRACT

The credit awarded to selected students at the University of West Florida for their nontraditional educational experiences was examined and the significance of the credit to the students in their gaining admission and on their completing degree requirements was determined. Focus of the study was on the credit granted for educational experiences in the armed forces, termed military credit, which accounted for 82 percent of the nontraditional credit examined in this study. The findings reveal that the academic performance of the students to whom the nontraditional credit was awarded was generally above average and that the propriety of the use of the nontraditional credit in degree programs is generally accepted by all faculties of the university. Since the policy provides for those who qualify an opportunity to accelerate their degree programs, it is recommended that the policy be continued. (LBH)

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The Educational Research and Development Center

MILITARY CREDIT - A STUDY

Prepared for
Academic Services
University of West Florida

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May 26, 1976

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INTRODUCTION

The University of West Florida has, since its opening, awarded academic credit to students for non-traditional educational experiences. No previous study of the data relative to the award of such credit has been completed; thus, the utility of the credit has heretofore been conjecture.

This study examined the credit awarded to selected students for their non-traditional educational experiences and attempted to determine the significance of the credit to the students in their gaining admission to the University and on their completing the degree requirements.

By design, this study focused on the credit granted for educational experiences in the armed forces. Credit from this source is referred to as military credit and provides the bulk of all non-traditional credit accepted at the University of West Florida. Military credit was 82.7 percent of the non-traditional credit examined in this study. The remaining credit was that earned by fifty-one students from the College Level Examination Program (CLEP) and/or United States Armed Forces Institute (USAFI) examinations. Credit from other non-traditional sources is not within the scope of this study. Appendix A contains a summary of the University policy concerning the acceptance of credit from non-traditional sources.

PROCEDURE

To identify the students to be included in this study, a screening was conducted to determine those to whom credit was awarded during the admissions process for educational experiences in the armed forces (military credit).[1] The period of study extended from September 1971 through September 1974.

Credit granted for non-traditional educational experiences provides for the student the opportunity to accellerate his degree program. It was determined that the award of twelve quarter hours or more from non-traditional sources should constitute accelleration. Therefore, only the students to whom twelve quarter hours or more of military credit were awarded and who subsequently enrolled as undergraduate degree seeking students were included in the study.[2]

Using these criteria, 224 students were identified and studied. The record of each student was examined and the required data were extracted, recorded on the source document, coded, and key-punched for processing. The required programs were written and tested, and all computer printings were edited against the source document. To prevent an invasion of student privacy, caution was exercised throughout the study to ensure that no student was identified with any data.

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[1]Credit for educational experiences in the armed forces was considered the prime credit for study. The CLEP and USAFI credit was less than 18 percent of the total non-traditional credit studied. This credit was included since it was presented by students who had been identified initially as having been awarded twelve or more quarter hours of military credit. No attempt was made to identify the students to whom only CLEP or USAFI credit has been awarded.

[2]The University, the Veterans Administration, and Social Security consider the student who is registered for twelve quarter hours or more a full-time student. The University of West Florida, 1976-77 Catalog, January 1976, p. 39.

STATEMENT OF THE PROBLEM

Of what significance to the students was the credit awarded for non-traditional educational experiences?

Specifically, this study attempted to achieve these objectives:

1. To determine the number of students and the percentage of the study group that would not have met the admissions requirements without the non-traditional credit. (This group is referred to throughout the study as Group A.) (Appendix B contains the summary of the admissions requirements.)

2. To determine the number of students and the percentage of the study group that would have met the admissions requirements without the non-traditional credit. (This group is referred to throughout the study as Group B.)

3. To determine the number of students and the percentage of the particular group that possessed the Associate of Arts degree from a Florida Public Junior College.

4. To determine the academic disciplines in which the students enrolled.

5. To determine the range of the ages, the distribution of the ages, and the median ages in each of the two sub-groups.

6. To determine the mean transferable quarter hours for the students in the study group, in each of the sub-groups, and to compare the mean transferable quarter hours for Groups A and B.

7. To determine the range of the military credit accepted; the minimum and maximum number of quarter hours accepted; the number of students in each sub-group who presented from 12 to 30 quarter hours, from 31 to 44 quarter hours, and 45 quarter hours of military credit; and to compare the mean quarter hours of transferable military credit for each of the sub-groups.

8. To determine the range of transferable non-traditional credit for the study group and each of the sub-groups, the minimum and maximum quarter hours accepted in each sub-group, and to compare the mean quarter hours for each sub-group.

9. To determine, for the study group and each of the sub-groups, the percentage of the total transferable credit that was non-traditional credit; the percentage of the non-traditional credit that was military credit.

10. To determine the range of the entering grade point average (GPA) for the study group and each of the sub-groups, the mean GPA for each group, and to compare the mean GPA for Groups A and B.

11. To determine the range of the grade point average (GPA) at the University of West Florida for the study group and each of the sub-groups, the mean GPA for each group, to compare the mean GPA for Groups A and B, and to determine the increase/decrease of the mean GPA from the entering mean GPA for the study group and Groups A and B.

12. To determine the number of students who entered the University with a GPA less than the minimum, 2.00, and to report their progress.

13. To determine the mean quarter hours earned at the University of West Florida by the students in the study group and in Groups A and B and to compare the means for Groups A and B.

14. To determine the number of students who have earned undergraduate degrees and the disciplines in which the degrees were earned for the study group and each of the sub-groups.

15. To determine how many students in the study group and in Groups A and B who earned degrees graduated with honors.

16. To determine how many students in the study group and in Groups A and B who earned degrees used the non-traditional credit in meeting the degree requirements.

17. To determine, for the students who earned degrees, the entering grade point average, the grade point average at the University of West Florida, and to compare the differences.

18. To determine, for the students who earned degrees, the range of ages and the mean age, and to compare this with the range and mean age of the study group.

19. To determine the number of students who were suspended or were placed on probation and to compare Group A and Group B.

20. To determine the number of students who dropped out and to compare Group A to Group B.

21. To determine the number of students in the study group who were and who were not on active military duty when they entered the University and to compare Group A and Group B.

22. To compare those on active military duty with those not on active military duty with regard to degrees earned, graduation with honors, probation and/or suspension, and those who dropped out.

23. To determine, from the number of students who earned undergraduate

degrees, the number who were admitted to graduate programs at the University of West Florida, the graduate disciplines in which the students enrolled, and the graduate degrees earned.

FINDINGS

The objectives stated in this report served as a guide for data interpretation. The objectives and the findings are numbered the same throughout the report so the reader might make his own observations and conclusions.

Findings for Objective 1

One hundred fifteen students (51.3 percent of the total study group) would not have been admissible without the non-traditional credit. This group is referred to throughout the report as Group A.

Findings for Objective 2

One hundred nine (48.7 percent of the total study group) would have been admissible without the non-traditional credit. This group is referred to throughout the report as Group B.

Findings for Objective 3

Thirty-one of the students in Group B (28.4 percent) presented as part of the transfer credit the Associate of Arts Degree from a Florida Public Junior College.

Findings for Objective 4

The students were distributed among twenty-nine disciplines. Management recorded the highest number, forty-eight, 21.42 percent of the total. Following were accounting, systems science, and vocational education, each of which recorded nineteen. Following these four disciplines were psychology and political science, with fifteen and fourteen respectively. The largest portion of the study group was therefore distributed among these six disciplines. A complete distribution is reflected on Table 1.

TABLE 1

DISTRIBUTION OF STUDENTS BY DISCIPLINE

Discipline	Absolute Frequency	Relative Frequency (%)	Cumulative Frequency (%)
Management	48	21.42	21.42
Accounting	19	8.48	29.90
Systems Science	19	8.48	38.38
Vocational Education	19	8.48	46.86
Psychology	15	6.69	53.55
Political Science	14	6.25	59.80
Industrial Arts	13	5.80	65.60
Industrial Tech.	9	4.02	69.62
Social Science Inter.	9	4.02	73.64
Communication Arts	7	3.13	76.77
History	7	3.13	79.90
Physics	6	2.68	82.58
Elementary Educ.	5	2.23	84.81
Marketing	5	2.23	87.04
Health, Leis., Sports	4	1.78	88.82
Marine Science	3	1.34	90.16
Economics	3	1.34	91.50
Mathematics	3	1.34	92.84
Sociology	3	1.34	94.18
English	2	.89	95.07
Public Safety	2	.89	95.96
Philosophy	2	.89	96.85
Biology	1	.45	97.30
Finance	1	.45	97.75
French	1	.45	98.20
Humanities Inter.	1	.45	98.65
Latin Am. Studies	1	.45	99.10
Social Welfare	1	.45	99.55
Business Education	1	.45	100.00
Total	224	100.00	

Findings for Objective 5

The students in the study group ranged in age from 21 to 57, in Group A from 21 to 57, and in Group B from 21 to 52. The difference in the median ages of the sub-groups was not significant, only 0.5. The median age for Group A was 34.8 and for Group B 34.3. Table 2 following the Findings for Objective 7 reflects a distribution of the ages.

Findings for Objective 6

The transferable quarter hours of the study group totaled 26,919.6; the mean transferable hours were 120.2. For Group A, the total transferable quarter hours were 11,527.3; the mean transferable quarter hours were 100.2. For Group B, the total transferable quarter hours were 15,392.3; the mean transferable quarter hours were 141.2. The students in Group B presented on transfer an average of forty-one quarter hours more than did the students in Group A.

Findings for Objective 7

In the study group and each of the sub-groups, the range of the military credit accepted was 33 quarter hours, from a minimum of 12 quarter hours to the maximum of 45 quarter hours. The majority of the students (64.3 percent) in the study group presented from 12 to 30 quarter hours; 22.8 percent presented from 31 to 44 quarter hours; and 12.9 percent presented the maximum of 45 quarter hours. The mean quarter hours of military credit presented were 26.8 for the study group, 27.6 for Group A, and 25.8 for Group B. The mean difference between Group A and Group B was only 1.8 quarter hours. Table 3 reflects a distribution of military credits.

TABLE 2

DISTRIBUTION OF AGES

Age	Group A	Group B	Study Group	Relative Freq. (Percent)	Cumulative Freq. (Percent)
21	1	1	2	.9	.9
22	2	0	2	.9	1.8
24	0	1	1	.4	2.2
25	0	4	4	1.8	4.0
26	4	5	9	4.0	8.0
27	4	4	8	3.6	11.6
28	8	1	9	4.0	15.6
29	8	5	13	5.8	21.4
30	4	3	7	3.1	24.5
31	5	7	12	5.4	29.9
32	7	13	20	8.9	38.8
33	6	8	14	6.3	45.1
34	7	3	10	4.5	49.6
35	5	4	9	4.0	53.6
36	5	8	13	5.8	59.4
37	3	6	9	4.0	63.4
38	4	2	6	2.7	66.1
39	5	3	8	3.6	69.7
40	5	4	9	4.0	73.7
41	5	8	13	5.8	79.5
42	1	3	4	1.8	81.3
43	0	5	5	2.2	83.5
44	7	3	10	4.5	88.0
45	0	1	1	.4	88.4
46	2	1	3	1.4	89.8
47	0	1	1	.4	90.2
48	1	0	1	.4	90.6
50	1	2	3	1.4	92.0
51	3	2	5	2.2	94.2
52	3	1	4	1.8	96.0
53	2	0	2	.9	96.9
54	4	0	4	1.8	98.7
55	1	0	1	.4	99.1
57	2	0	2	.9	100.0
Total	115	109	224	100.0	

TABLE 3

DISTRIBUTION OF MILITARY CREDITS

Count Row Percent Column Percent Total Percent	12-30 Quarter Hours	31-44 Quarter Hours	45 Quarter Hours	Row Total
Group A	67 58.3 46.5 29.9	30 26.1 58.8 13.4	18 15.7 62.1 8.0	115 51.3
Group B	77 70.6 53.5 34.4	21 19.3 41.2 9.4	11 10.1 37.9 4.9	109 48.7
Column Total	144 64.3	51 22.8	29 12.9	224 100.0

Findings for Objective 8

The credit from non-traditional sources had a range of 78 quarter hours for the study group and for Group A and 55.5 quarter hours for Group B. The minimum credit accepted was 12 quarter hours for the study group and each of the sub-groups; the maximum was 90 quarter hours for the study group and Group A and 67.5 quarter hours for Group B. The mean quarter hours accepted for the study group, Group A and Group B were 31.9, 40.0, and 26.6 respectively. Group A presented on the average 13.4 quarter hours of non-traditional credit more than did Group B.

Findings for Objective 9

The non-traditional credit represented 26.6 percent of the total transferable credit for the study group, 36.9 percent for Group A, and only 18.8 percent for Group B. Military credit represented for the study group, 83.3 percent of its total non-traditional credit; for Group A, 74.8 percent of its total, and for Group B, 97.1 percent of its total. Of the CLEP and USAFI credit presented, Group A presented 93.3 percent (767 quarter hours) of the CLEP and 78.1 percent (344.5 quarter hours) of the USAFI credit. In Group A, 33 percent of the students presented CLEP and USAFI in addition to the military credit. For 28 students (24.3 percent) in Group A; the non-traditional credit represented more than 50 percent of the total transferable credit. For these students the percentage ranged from 50.8 to 90.7 with an average of 62.6.

Findings for Objective 10

The entering grade point average (GPA) of the study group had a range of 2.67, from 1.33 to 4.00; the mean was 2.62. For Group A, the range was 2.35, from 1.65 to 4.00; the mean was 2.61. For Group B, the range was 2.62; from 1.33 to 3.95; the mean was 2.63. The students in Groups A and B presented almost equal GPAs; the difference was only 0.02.

Findings for Objective 11

At the University of West Florida, the range of the grade point averages for the students in the study group and in Group A was 2.94, from 1.06 to 4.00. The mean was 3.24. For the students in Group B, the range was 2.10, from 1.90 to 4.00. The mean was 3.35. For each group, the mean GPA at the University revealed a significant increase over the entering mean GPA. For the study group the mean increase was .62, for Group A .53, and for Group B .73. Group B presented an increase of .20 more than did Group A.

Findings for Objective 12

A total of 32 students entered the University with a grade point average less than the minimum of 2.00. This number represented 14.3 percent of the study group. Twenty-five were in Group A (21.7 percent of Group A) and seven were in Group B (6.4 percent of Group B). For these students, a low entering GPA proved no hindrance. Sixteen students have earned undergraduate degrees, three with honors; three students were admitted to the University graduate programs, two have subsequently earned graduate degrees; and only five of this number have dropped out. The percentage of those who dropped was 15.6; the percentage of the study group who dropped out was 14.7. None of these 32 students however has been placed on probation or suspended.

Findings for Objective 13

The mean quarter hours earned at the University of West Florida did not differ significantly. For the study group, the mean was 69.6; the minimum was five and the maximum was 139. For the students in Group A, the mean was 71.6; the minimum and maximum were the same as for the study group. For the students in Group B, the mean was 67.5; the minimum was five and the maximum was 119. The mean difference between Group A and Group B was only 4.1 quarter hours.

Findings for Objective 14

One hundred thirty-eight students, 65 in Group A and 73 in Group B, have earned undergraduate degrees at the University of West Florida. Three of these, two in Group B and one in Group A, earned an additional undergraduate degree (not reflected in the distribution). The students earning degrees represented 61.6 percent of the study group, 56.5 percent of Group A, and 66.9 percent of Group B. Table 4 reflects a distribution of the degrees earned by type.

TABLE 4

UNDERGRADUATE DEGREES EARNED BY TYPE

Count Row Percent Column Percent Total Percent	B.A.	B.S.	Row Total
Group A	28 43.1 48.3 20.3	37 56.9 46.3 26.8	65 47.1
Group B	30 41.1 51.7 21.7	43 58.9 53.8 31.2	73 52.9
Column Total	58 42.0	80 58.0	138 100.0

Findings for Objective 15

Of those earning undergraduate degrees, 43 (31.2 percent) graduated with honors. In Group A, 24 earned honors and in Group B, 19 earned honors. Table 5 reflects a comparison of honors earned.

TABLE 5

HONORS

Count Row Percent Column Percent Total Percent	Cum Laude	Magna Cum Laude	Summa Cum Laude	Row Total
Group A	14 58.3 66.7 32.6	9 37.5 60.0 20.9	1 4.2 14.3 2.3	24 55.8
Group B	7 36.8 33.3 16.3	6 31.6 40.0 14.0	6 31.6 85.7 14.0	19 44.2
Column Total	21 48.8	15 34.9	7 16.3	43 100.0

Findings for Objective 16

Eighty-five students of the 138 earning undergraduate degrees (61.6 percent) used the non-traditional credit in meeting their degree requirements. Of the students in Group A, 62 of the 65 (95.4 percent) used the credit; in Group B, 23 of the 73 (31.5 percent) used the credit. Table 6 reflects the degrees earned by discipline and sub-group.

TABLE 6

DEGREES EARNED BY DISCIPLINE

Major	Group A		Group B		Total
	(1)	(2)	(1)	(2)	
Accounting	8	0	3	1	12
Biology	1	0	0	0	1
Economics	1	0	1	0	2
Elem. Education	2	0	0	2	4
French	0	0	1	0	1
Health-Leis.-Sports	1	0	1	1	3
History	1	0	1	2	4
Industrial Arts	6	1	0	1	8
Industrial Tech.	2	1	0	4	7
Humanities - Interdis.	1	0	0	0	1
Social Science - Interdis.	2	1	0	4	7
Latin Am. Studies	1	0	0	0	1
Management	15	0	4	8	27
Marine Science	0	0	0	1	1
Marketing	3	0	1	0	4
Mathematics	1	0	0	1	2
Philosophy	0	0	0	2	2
Physics	1	0	0	4	5
Political Science	6	0	1	2	9
Psychology	4	0	4	2	10
Public Safety	0	0	0	2	2
Social Welfare	0	0	1	0	1
Sociology	1	0	0	1	2
Systems Science	3	0	2	5	10
Vocational Educ.	2	0	3	7	12
Total	62	3	23	50	138
Group Percent	95.4	4.6	31.5	68.5	100.0
Total Percent	44.9	2.2	16.7	36.2	
(1) Percent	72.9	0.0	27.1	0.0	
(2) Percent	0.0	5.7	0.0	94.3	

NOTE: (1) = Non-Traditional credit used to meet degree requirements.
(2) = Degree requirements met without the non-traditional credits.

Findings for Objective 17

For those in the study group earning degrees, the entering GPAs ranged from 1.45 to 3.95 and averaged 2.70. At the University of West Florida, the GPAs ranged from 2.08 to 4.00 and averaged 3.38. The increase in the mean GPA at the University of West Florida for these graduates is consistent with the increase reported for the students in the study group in the Findings for Objective 11.

Findings for Objective 18

The ages of the students earning degrees spanned the range of the ages of the study group, 21-57. The mean age was 36 which is consistent with the mean age of the study group, 36.2.

Findings for Objective 19

Only two students in the study group were suspended and only three were placed on probation. Those suspended represent only .89 percent of the total study group; those placed on probation represent only 1.3 percent. In Group A, one student was suspended and three were placed on probation. In Group B, one student was suspended and none was placed on probation. In this area, the suspensions were equal; Group A had all the students placed on probation. Two students on probation are enrolled, one dropped out (the student is considered to have dropped out if he has not registered for two or more consecutive quarters). These five students ranged in age from 20 to 44, the mean age was 31.2. Two of the students were in communication arts and one in each sociology, political science, and industrial arts.

Findings for Objective 20

Thirty-three students (14.7 percent) dropped out. Eighteen in Group A and 15 in Group B. This figure includes the two students suspended and the one on probation who dropped out. Without these three students, those who dropped out represent only 13.4 percent of the total. Table 7 reflects a comparison of the students who dropped out.

TABLE 7

DROPOUTS

Count Row Percent Column Percent Total Percent	Did Not Drop Out	Dropped Out	Row Total
Group A	97 84.3 50.8 43.3	18 15.7 54.5 8.0	115 51.3
Group B	94 86.2 49.2 42.0	15 13.8 45.5 6.7	109 48.7
Column Total	191 85.3	33 14.7	224 100.0

Findings for Objective 21

One hundred thirty-one students (58.3 percent) of the study group were on active duty when they entered the University. Sixty-one were in Group A and seventy were in Group B. Table 8 following the Findings for Objective 23 contains the comparative data.

Findings for Objective 22

As reported in the preceding objective, 131 students were on active duty when they entered the University. Those who were on active duty led in each item studied, earning 57.3 percent of the undergraduate degrees, totaling 69.7 percent of the drop-outs, earning 69.8 percent of the honors, and providing 60 percent of those who were suspended or placed on probation. Comparison data is reflected on table 8 following the Findings for Objective 23.

Findings for Objective 23

Thirty-six students were admitted to the University of West Florida graduate programs. Of this number, sixteen were from Group A and twenty from Group B. The students were distributed among nine of the graduate disciplines. Management recorded the high of twelve, followed by Educational Leadership with eight. Table 9 reflects the distribution by graduate major. Seven of the students admitted to the University of West Florida graduate programs have earned masters degrees. Table 10 reflects the graduate degrees earned.

TABLE 8

COMPARISON OF STUDENTS BY DUTY STATUS

Count Row Percent Column Percent Total Percent	Active Duty vs. Non-Active Duty Status		
	On Active Duty (1)	Not on Active Duty (2)	Row Total (3)
Group A	61 53.0 46.6 27.2	54 47.0 58.1 24.1	115 51.3
Group B	70 64.2 53.4 31.3	39 35.8 41.9 17.4	109 48.7
Column Total	131 58.5	93 41.5	224 100.0

Degrees Earned

Group A	35 53.8 44.3 25.4	30 46.2 50.8 21.7	65 47.1
Group B	44 60.3 55.7 31.9	29 39.7 49.2 21.0	73 52.9
Column Total	79 57.3	59 42.7	138 100.0

TABLE 8 Continued

	Dropped Out (1)	(2)	(3)
Group A	11 61.1 47.8 33.3	7 38.9 70.0 21.2	18 54.5
Group B	12 80.0 52.2 36.4	3 20.0 30.0 9.1	15 45.5
Column Total	23 69.7	10 30.3	33 100.0

Honors Earned by Graduates

Group A	16 66.7 53.3 37.2	8 33.3 61.5 18.6	24 55.8
Group B	14 73.7 46.7 32.6	5 26.3 38.5 11.6	19 44.2
Column Total	30 69.8	13 30.2	43 100.0

TABLE 8 Continued

	Placed on Probation/Suspension (1)	(2)	(3)
Group A	3 75 100 60	1 25 50 20	4 80
Group B		1 100 50 20	1 20
Column Total	3 60	2 40	5 100

(1) = On Active Duty

(2) = Not on Active Duty

(3) = Row Total

TABLE 9

DISTRIBUTION BY GRADUATE MAJOR

Count Row Percent Column Pct Total Pct	Eco (1)	Eng (2)	His (3)	MBA (4)	Mat (5)	Phy (6)	PLS (7)	Psy (8)	EdL (9)	Row Total
Group A	1 6.3 50.0 2.8	1 6.3 100.0 2.8	0 0.0 0.0 0.0	6 37.5 50.0 16.7	0 0.0 0.0 0.0	1 6.3 50.0 2.8	3 18.8 75.0 8.3	2 12.5 50.0 5.6	2 12.5 25.0 5.6	16 44.4
Group B	1 5.0 50.0 2.8	0 0.0 0.0 0.0	2 10.0 100.0 5.6	6 30.0 50.0 16.7	1 5.0 100.0 2.8	1 5.0 50.0 2.8	1 5.0 25.0 2.8	2 10.0 50.0 5.6	6 30.0 75.0 16.7	20 55.6
Column Total	2 5.6	1 2.8	2 5.6	12 33.3	1 2.8	2 5.6	4 11.1	4 11.1	8 22.2	36 100

(1) = Economics

(2) = English

(3) = History

(4) = Master of Business Administration

(5) = Mathematics

(6) = Philosophy

(7) = Political Science

(8) = Psychology

(9) = Educational Leadership

TABLE 10

GRADUATE DEGREES EARNED

Count Row Percent Column Pct Total Pct	M.A. (1)	M.B.A. (2)	M.Ed. (3)	Row Total
Group A	1 33.3 50.0 14.3	1 33.3 50.0 14.3	1 33.3 33.3 14.3	3 42.9
Group B	1 25.0 50.0 14.3	1 25.0 50.0 14.3	2 50.0 66.7 28.6	4 57.1
Column Total	2 28.6	2 28.6	3 42.9	7 100.0

(1) = Master of Arts

(2) = Master of Business Administration

(3) = Master of Education

SUMMARY

This study attempted to ascertain the significance of the non-traditional credit awarded to the students in their gaining admission to the University of West Florida and on their degree completion. For the majority of students, 51.3 percent, the non-traditional credit awarded was sine qua non--they would not have met the admissions requirements. For this group (Group A), the non-traditional credit was again significant since 62 of the 65 students who have earned undergraduate degrees used the credit in meeting their degree requirements.

For the remainder of the students, 48.7 percent, the non-traditional credit was not immediately significant. Each of the students in this group (Group B) would have been admissible without the non-traditional credit. However, for 23 of the 73 students in Group B who have earned undergraduate degrees, the credit was significant since it was used in meeting their degree requirements.

CONCLUSION

The findings reveal that the academic performance of the students to whom the non-traditional credit was awarded was generally above average and that the propriety of the use of the non-traditional credit in degree programs is generally accepted by all faculties of the University. Thus, by awarding credit for non-traditional educational experiences, the University of West Florida provides for those who qualify an opportunity to accellerate their degree programs. It is recommended that the present policy of the University concerning the awarding of credit for non-traditional educational experiences as examined in this study be continued.

NON-TRADITIONAL CREDIT

Military credit is evaluated in accordance with the recommendation in A Guide to the Evaluation of Educational Experiences in the Armed Services published by the American Council on Education.

Normally, all USAFI and military credit is applied toward lower division requirements. No more than 20 quarter hours of general education requirements can be met by military credit. In special circumstances, and with the written approval of the faculty chairman and provost of the college, a maximum of 15 quarter hours from the above categories combined may apply toward upper division requirements of the University.

USAFI courses taken through an accredited institution, and which appear on an official transcript from such institution will be accepted at the level and with the grade assigned by the reporting institution. USAFI courses taken by any method other than the above must be validated by a score of "D" (with distinction) or "S" (satisfactory) on an appropriate End-of-Course Test, or by a score at or above the 45th percentile on a Subject Standardized Test.[1] Test results are acceptable only when reported directly to the University of West Florida by the official transcript agency. In no case is more than 45 quarter hours of USAFI course work accepted, regardless of source.

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[1]The 20th percentile is recommended by the American Council on Education.

CLEP POLICY

(Credit by Examination)

Students who attain a score ranking at the 50th percentile[2] or higher on the national sophomore norms for the College Level General Examinations will be awarded 9 quarter hours of credit for each area. The areas covered are: Mathematics, English, Natural Sciences, Humanities, and Social Sciences-History. A student who has received credit through classroom work meeting the University General Education requirement of 16 quarter hours in one or more of the three required fields of English-Humanities, Mathematics-Science, and Social Science-History will not receive additional credit from the College Level Examination Program for the same field. Credit for CLEP subject examinations is granted if the score ranks at scores approved by the Board of Regents.

Except for decisions concerning acceptability of credit granted on the basis of departmental proficiency examinations, which are the responsibility of the department chairman and provost concerned, the amount of credit to be granted in any non-traditional category is determined by the Director of Admissions.

(Use of Non-Traditional Credit)

No more than 90 combined quarter hours may be accepted from military service schools, USAFI, CLEP, correspondence/extension courses,

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[2]The 50th percentile required is considerably higher than the percentile ranking of the scores recommended by the American Council on Education as the basis for awarding credit.

Advanced Placement Examinations, Departmental Proficiency Examinations, and Diploma Nursing Schools with the following maximum transfer hours in each category:

(1)	Military credit	45 quarter hours
(2)	USAFI course credit	45 quarter hours
(3)	CLEP Examinations	45 quarter hours
(4)	Correspondence/extension course credit	30 quarter hours
(5)	Advanced Placement Examination	45 quarter hours
(6)	Departmental Proficiency Examinations	45 quarter hours
(7)	Diploma Nursing Schools	45 quarter hours

APPENDIX B

SUMMARY OF ADMISSIONS REQUIREMENTS

Students who have graduated from Florida public junior colleges with the Associate of Arts degree with certification that the general education requirements of the college have been met shall be considered as having met the general education requirements of the University of West Florida. Graduates of Florida public junior colleges with the Associate of Science degree and all other applicants are required to meet the requirements in the following paragraph.

These students must have completed a program of 90 quarter hours of acceptable collegiate work and should have completed 48 quarter hours of general education distributed among the fields of humanities, which must include a course in English composition; social sciences; and science and mathematics. Students admitted with deficiencies in general education will be required to remove the deficiency by completing appropriate courses from the list below:

Social Science-History	Science-Mathematics	English-Humanities
History	Mathematics	English Composition
Sociology	Chemistry	Art
Geography-social or cultural	Physics	Music (non-performing)
Psychology	Biology	Drama
Government	Zoology	Literature
Economics	Botany	Philosophy
Political Science	Biological Science	Religion (individual course evaluation)
Anthropology	Physical Science	Logic
Social Sciences	Geology	Foreign Languages
	Astronomy	Speech (to include voice, diction, and phonetics)
	Earth Science	
	Physical Geography	
	Statistics	